



Implications of the 5 year Multicultural Education Survey on Rural Education

Presented by

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Nebraska Statute

- 1993 Multicultural Education Law
 - Promote and ensure that the history, culture, and contributions of African Americans, Native Americans, Hispanic Americans, and Asian Americans are included in the curriculum of Nebraska public schools
- 1996 Nebraska Revised Statute 79-722
 - Evaluation of Multicultural Educational Program
 - “an evaluation of the implementation and effectiveness of each multicultural program shall be conducted during the first quarter of the 1997-98 school year and every five years thereafter.”
 - The results of the evaluation are to be reported to the Nebraska State Board of Education



Rule 10

- Multicultural Education Requirements
 - Implementation plan
 - Update report to local school board
 - Assurance statement to NDE
- Incorporating the multicultural mandate into Rule 10 assures that its core criteria will be implemented into the instructional programs of all public schools, and that it will be one of the “quality” indicators of the school improvement process.



History of the MCE Survey

- Previous Surveys
 - Fall 1997, Spring 2003, Spring 2008
- Conducted by the Bureau of Sociological Research at UNL
- Paper and pencil mail-in documents
- 2011—Legislature further defined the law and set specific dates for administration and reporting
 - 2012-2013 school year
 - report due November 1, 2013
 - every 5 years thereafter



Survey Design

- Demographics
 - Years in education
 - School type/size
- Rating Scale Questions
 - 1 to 4 (never to always)
- Open-ended
 - What resources from NDE...?
 - How address needs...?
 - Comments?



Response Rate

- Superintendents = 88.2%
- Principals = 74.2%
- Teachers = 35.7%
- **Total = 62.0%**



Data Collection/Analysis

- Demographics
 - School size
 - Years experience
- Position
 - Teachers vs. Principals vs. Superintendents
- Curricular Area
 - E.g. math vs. social studies
- Text Analysis

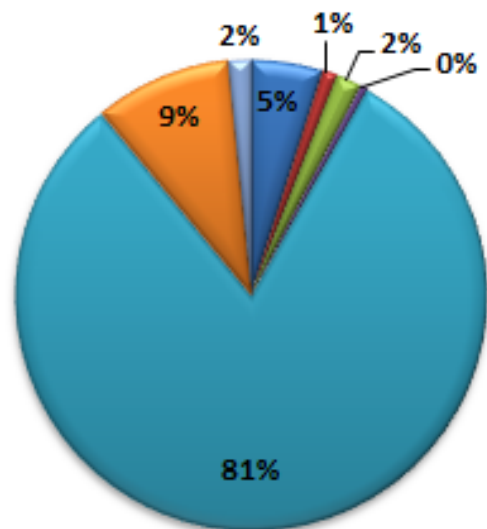


- Estimate the racial composition of your STUDENT BODY.
- Estimate the racial composition of your FACULTY/STAFF



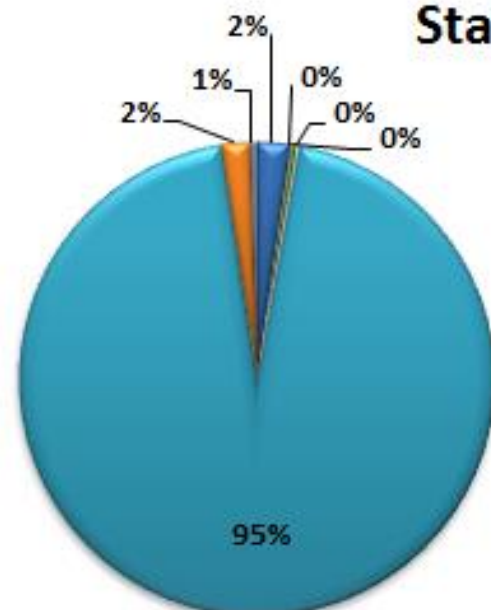
Rural Estimates of Race/Ethnicity

Student Body



- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic of any race

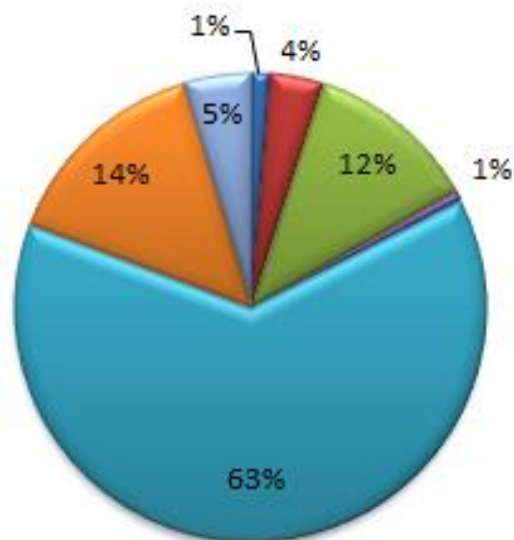
Staff



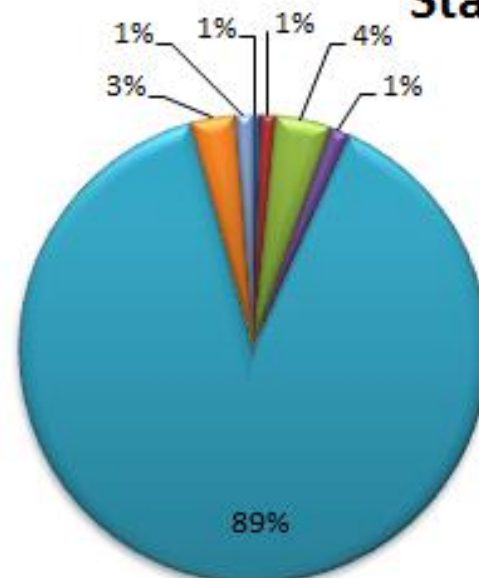


Urban Estimates of Race/Ethnicity

Student Body



Staff

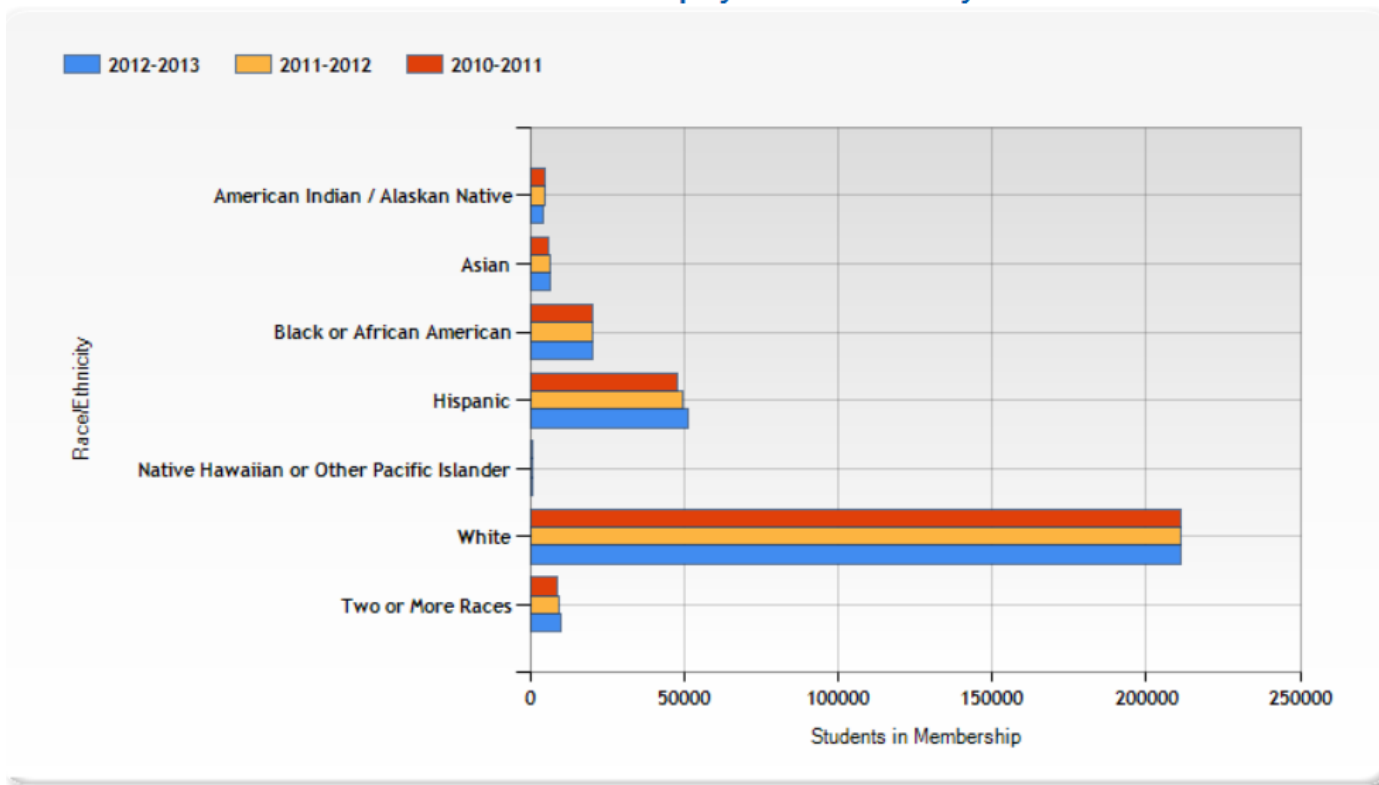




Demographics

State of Nebraska

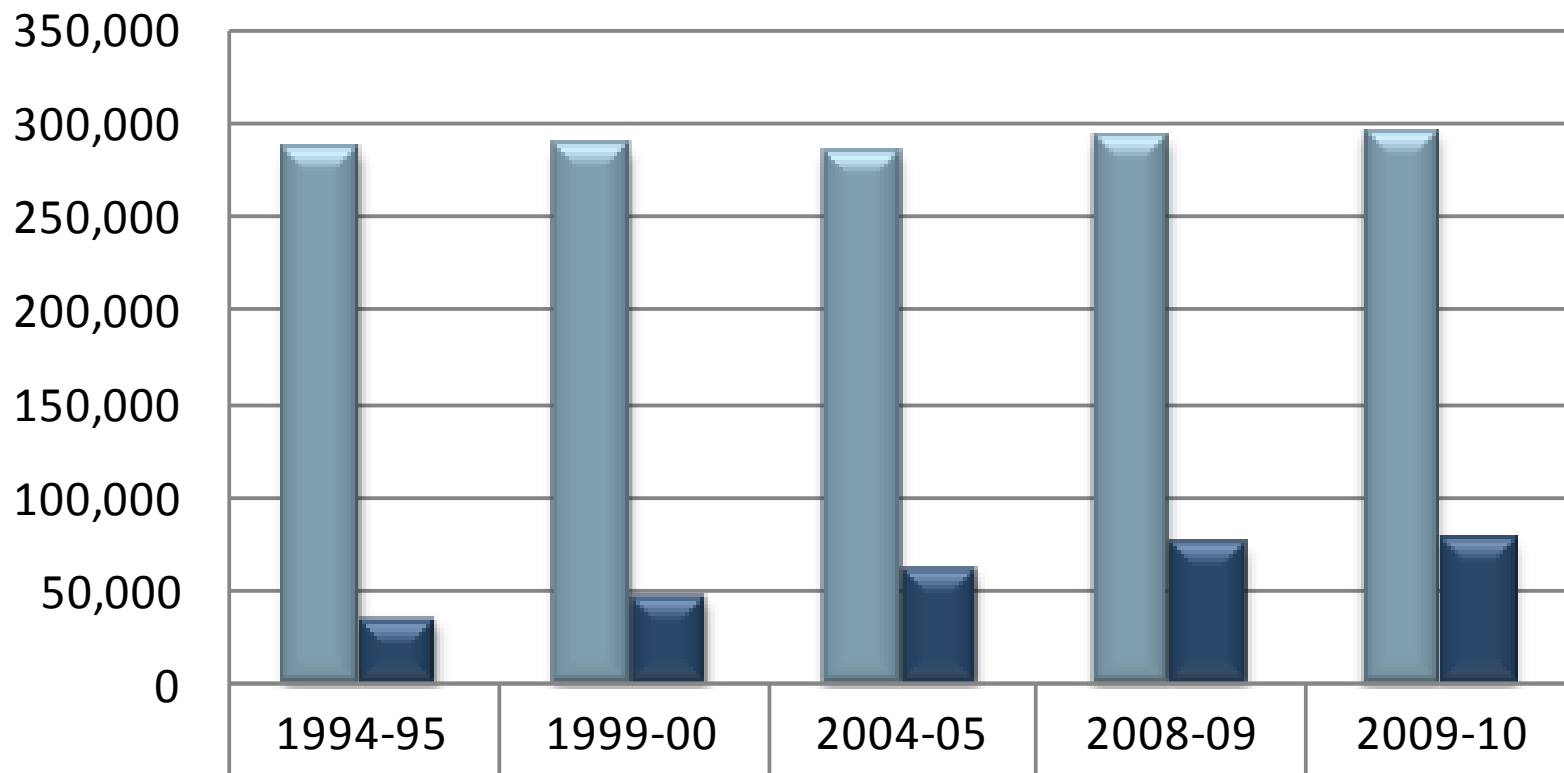
Student Membership by Race and Ethnicity



Years	American Indian/Alaskan Native	Asian	Black or African American	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2010-2011	4,395	6,000	19,893	47,836	339	211,097	8,613
2011-2012	4,379	6,262	20,176	49,331	354	211,122	9,197
2012-2013	4,314	6,621	20,169	51,017	354	211,045	9,722



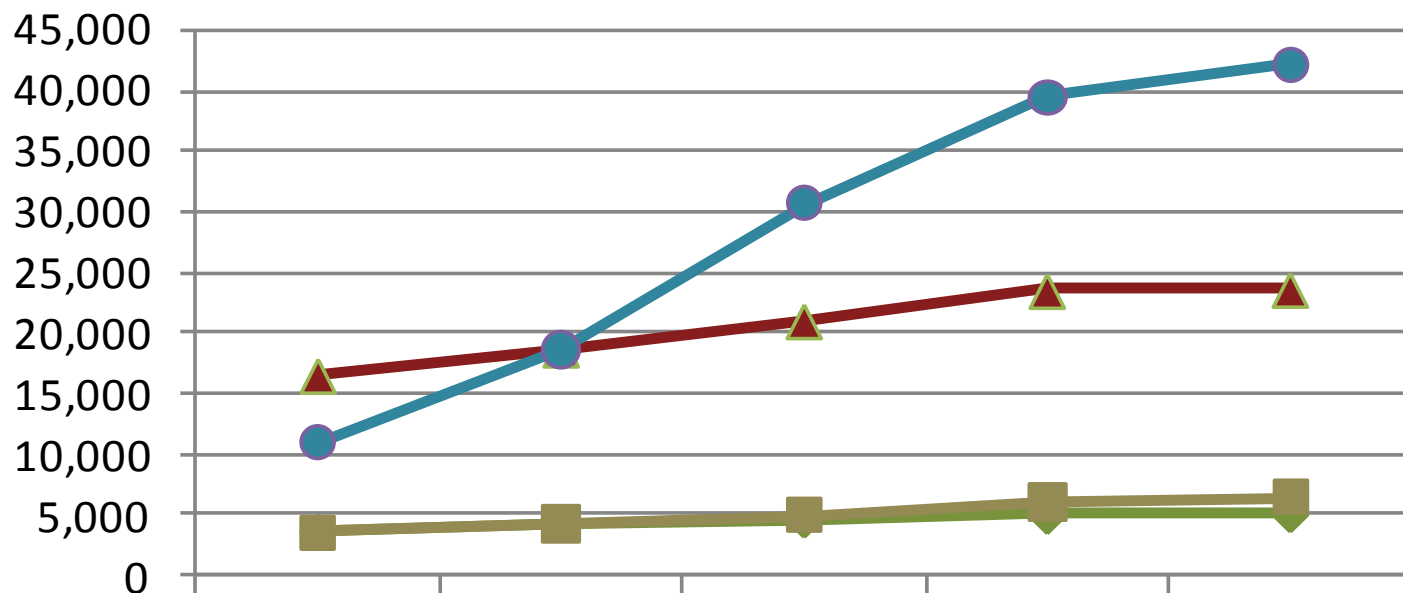
State Student Enrollment vs Minority Student Enrollment



All Students	285,869	287,012	284,559	292,023	294,949
Minority	34,677	45,789	61,314	74,012	77,250



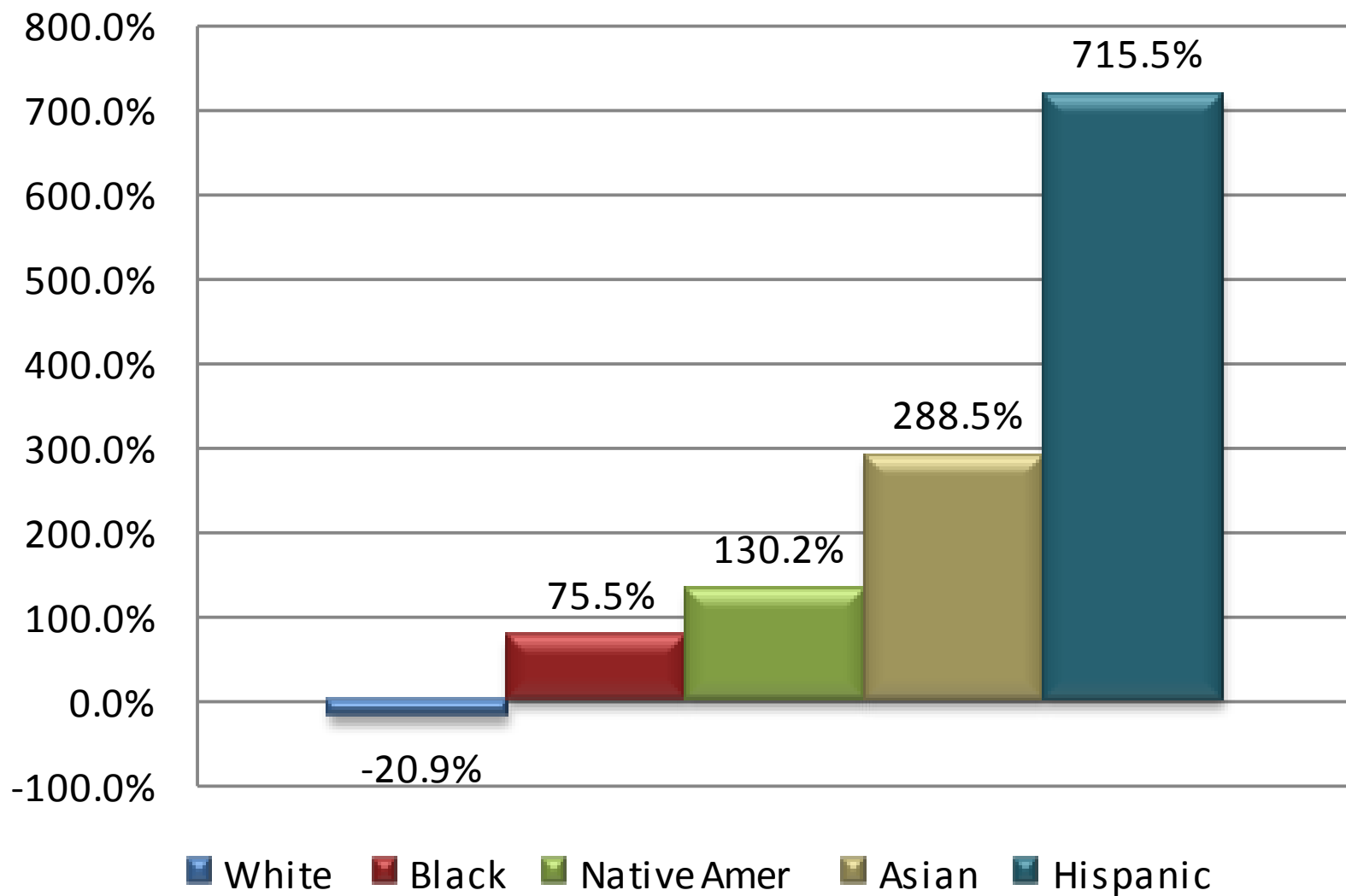
Minority Student Population in Nebraska Public Schools



	1994-95	1999-00	2004-05	2008-09	2009-10
◆ Native American	3,672	4,271	4,668	4,980	5,116
■ Asian	3,553	4,265	4,972	6,057	6,426
▲ Black	16,480	18,648	20,992	23,493	23,585
● Hispanic	10,972	18,605	30,682	39,482	42,123



Percentage of Enrollment Shifts 1979-80 compared to 2009-10





Preliminary Results

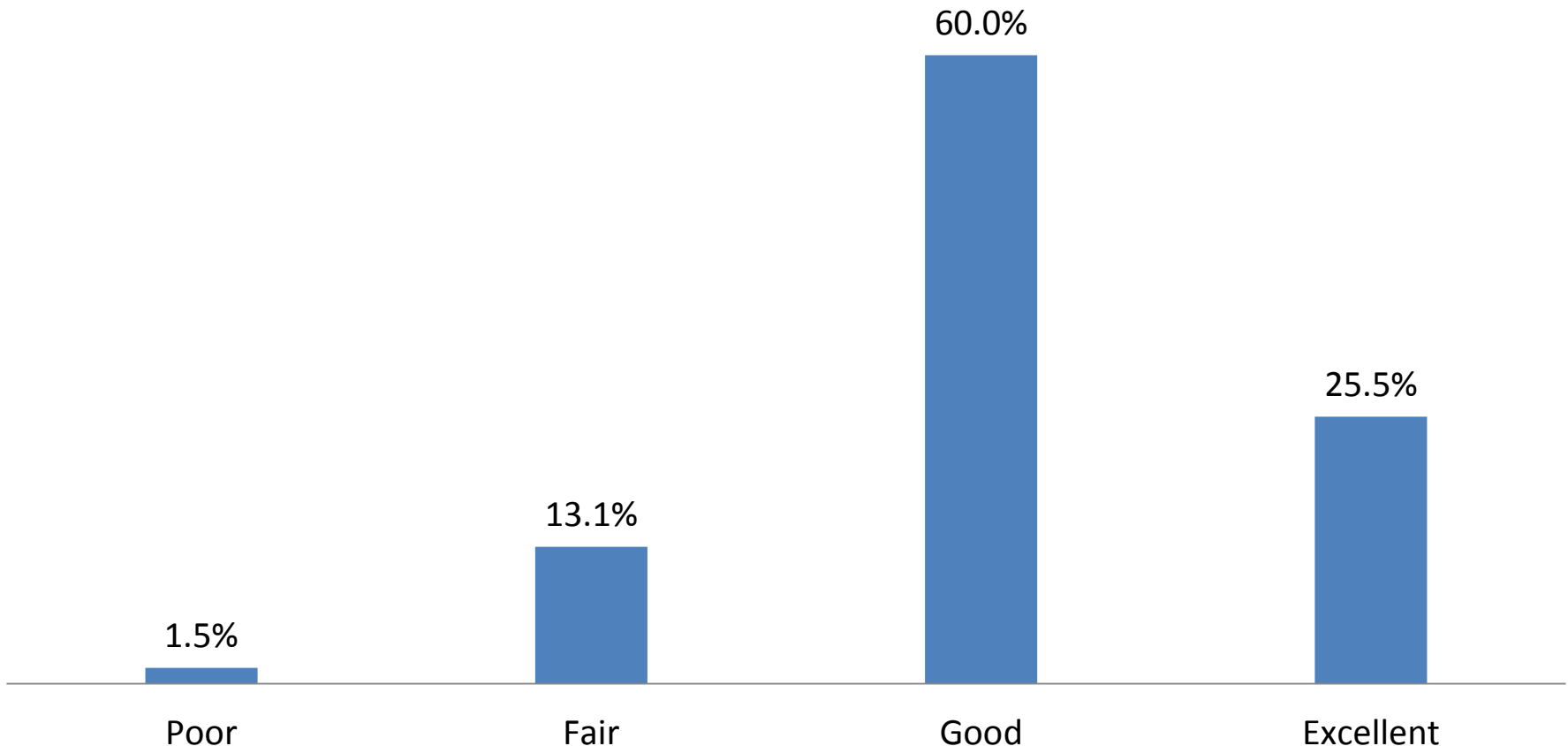
- Percentages
- Discrepancies between groups
- Open-ended responses
 - *“What resources from NDE or your ESU would be helpful in implementing multicultural education within your school and/or district?”*



- In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:
 - Poor
 - Fair
 - Good
 - Excellent



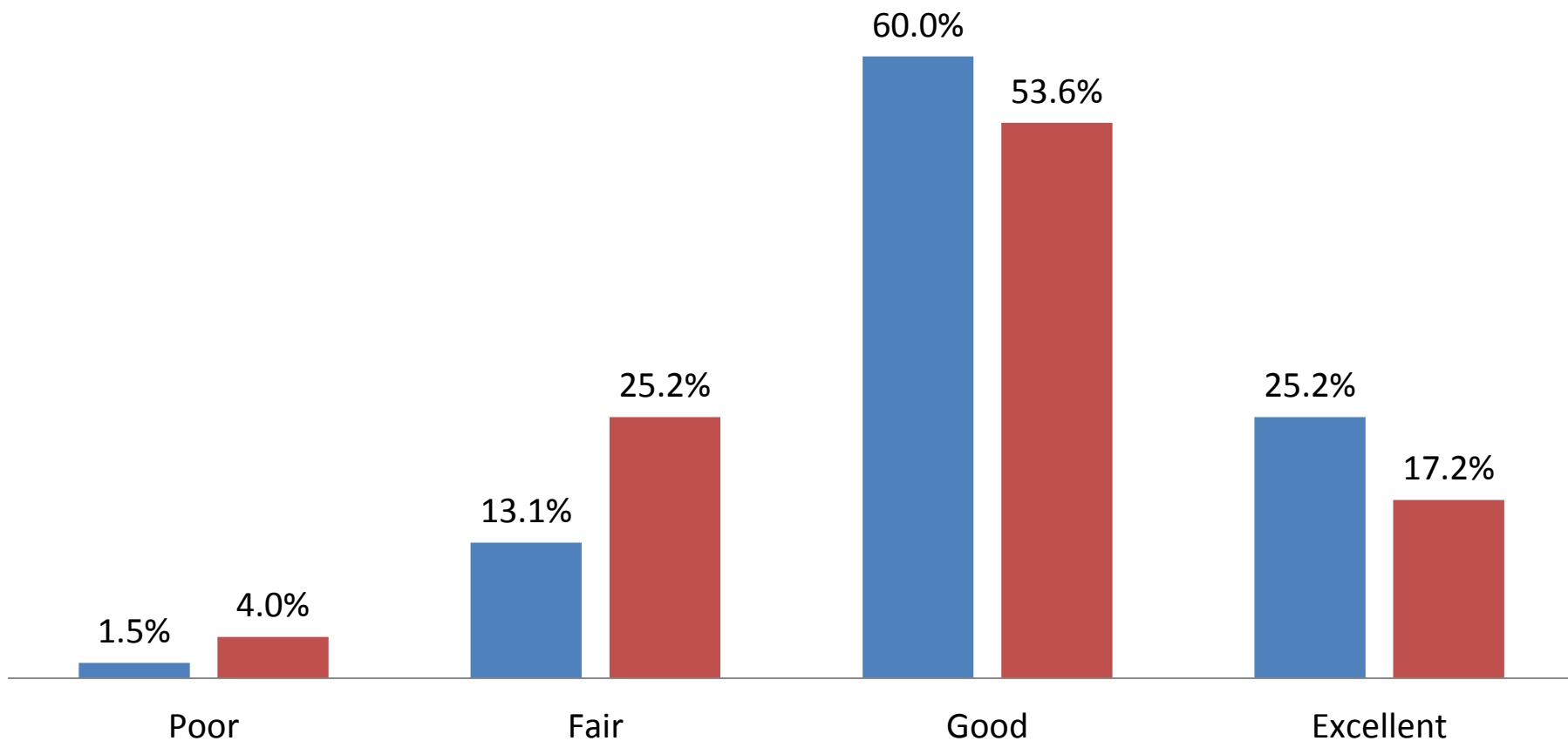
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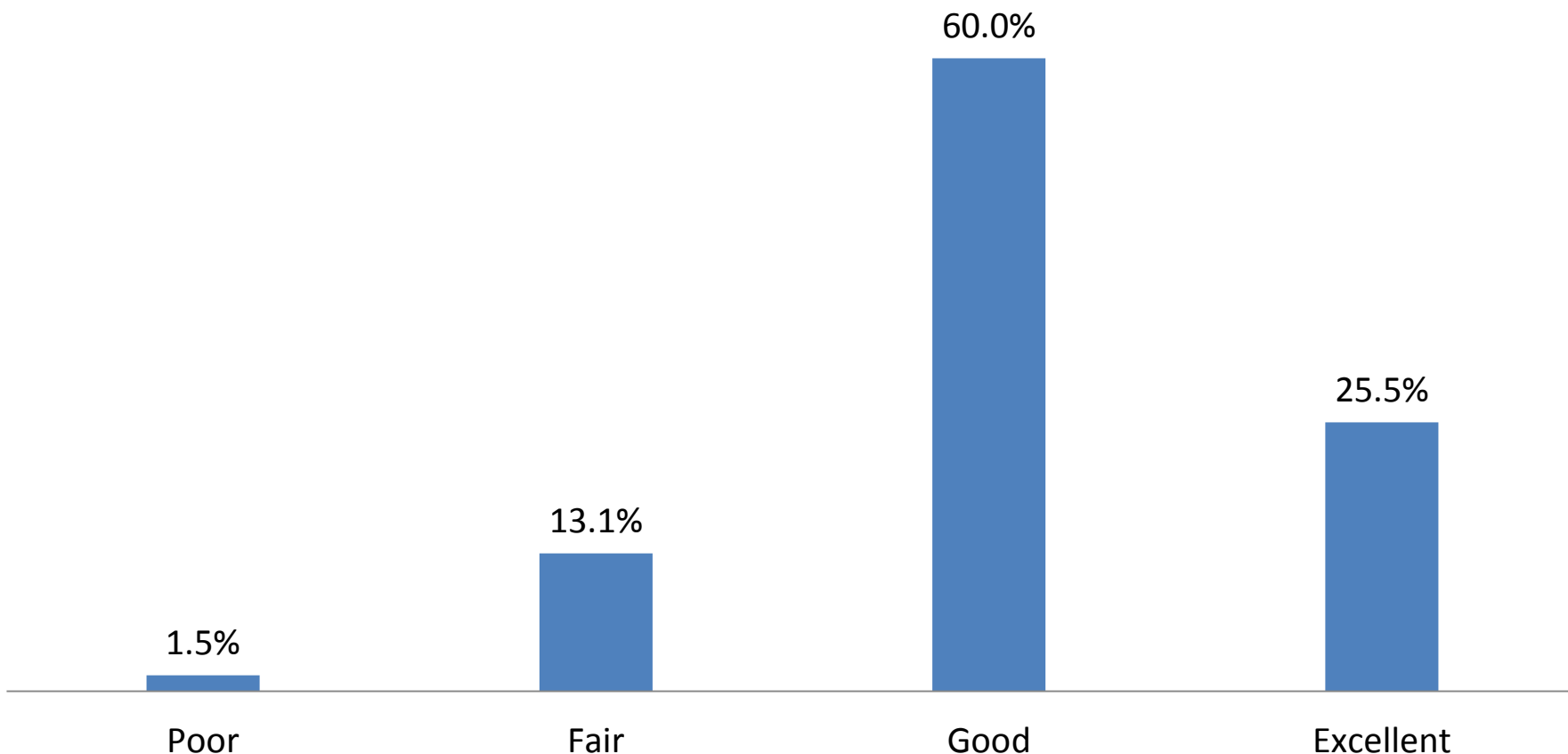
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■ 2013 ■ 2008



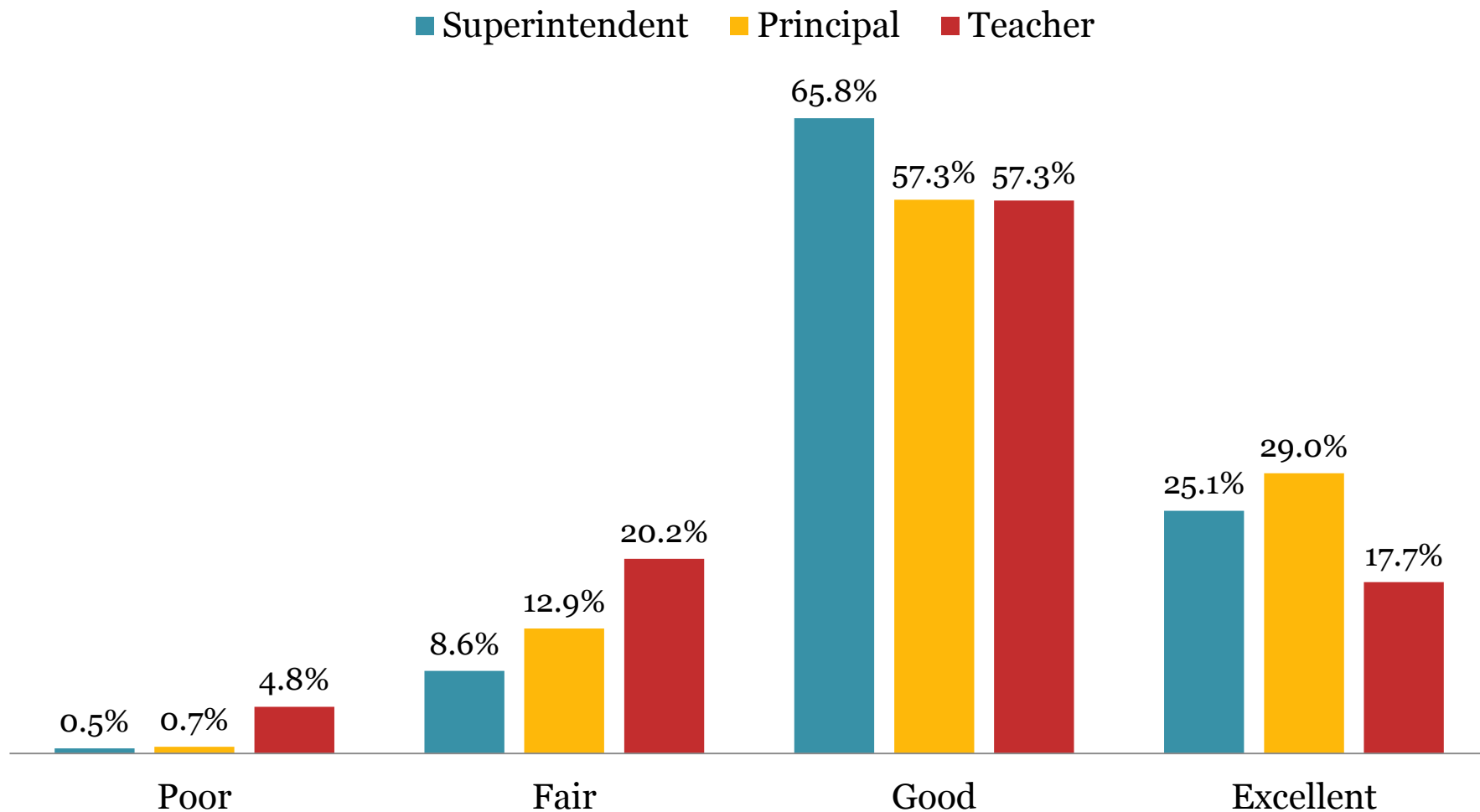


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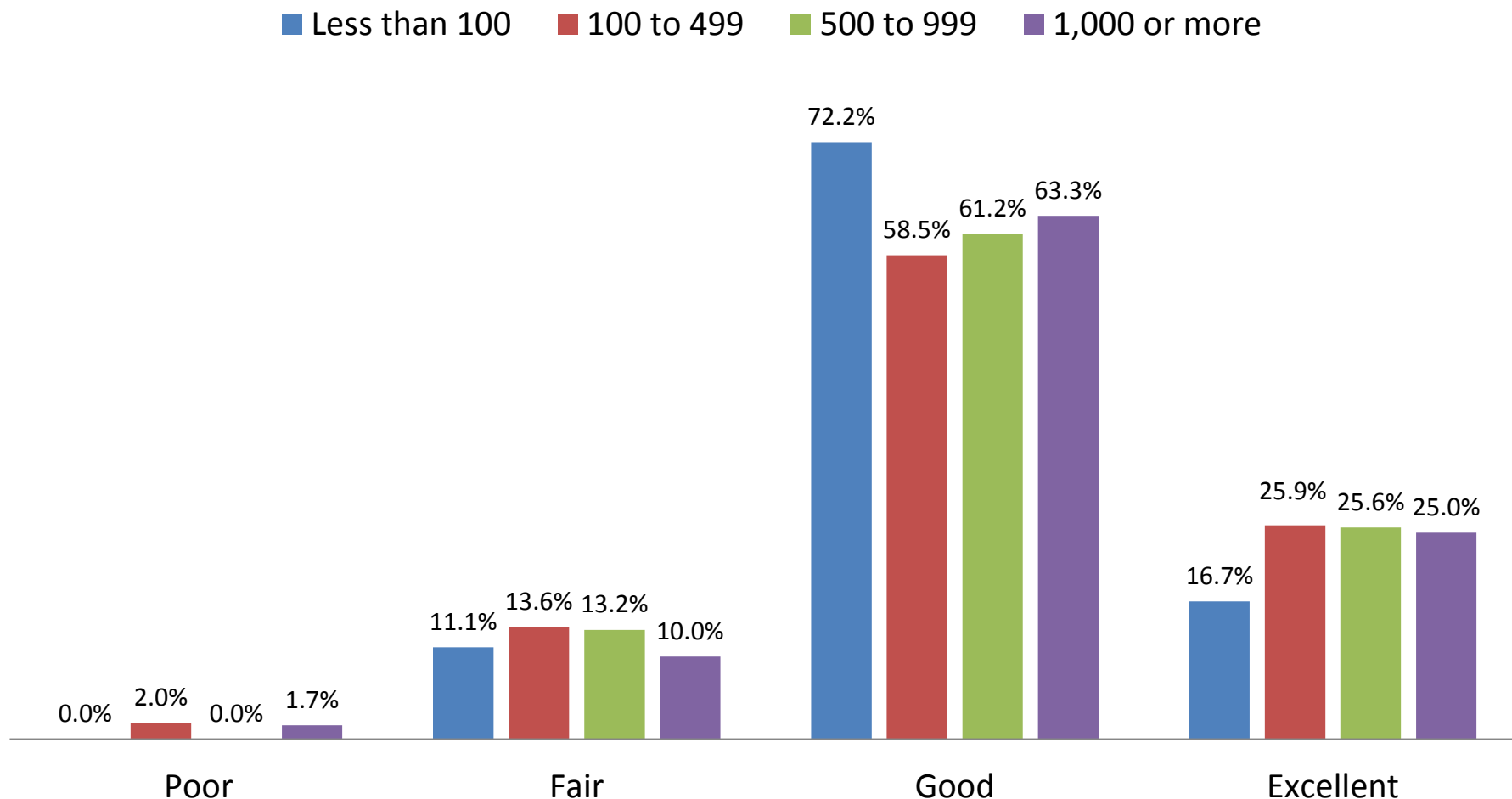


In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:





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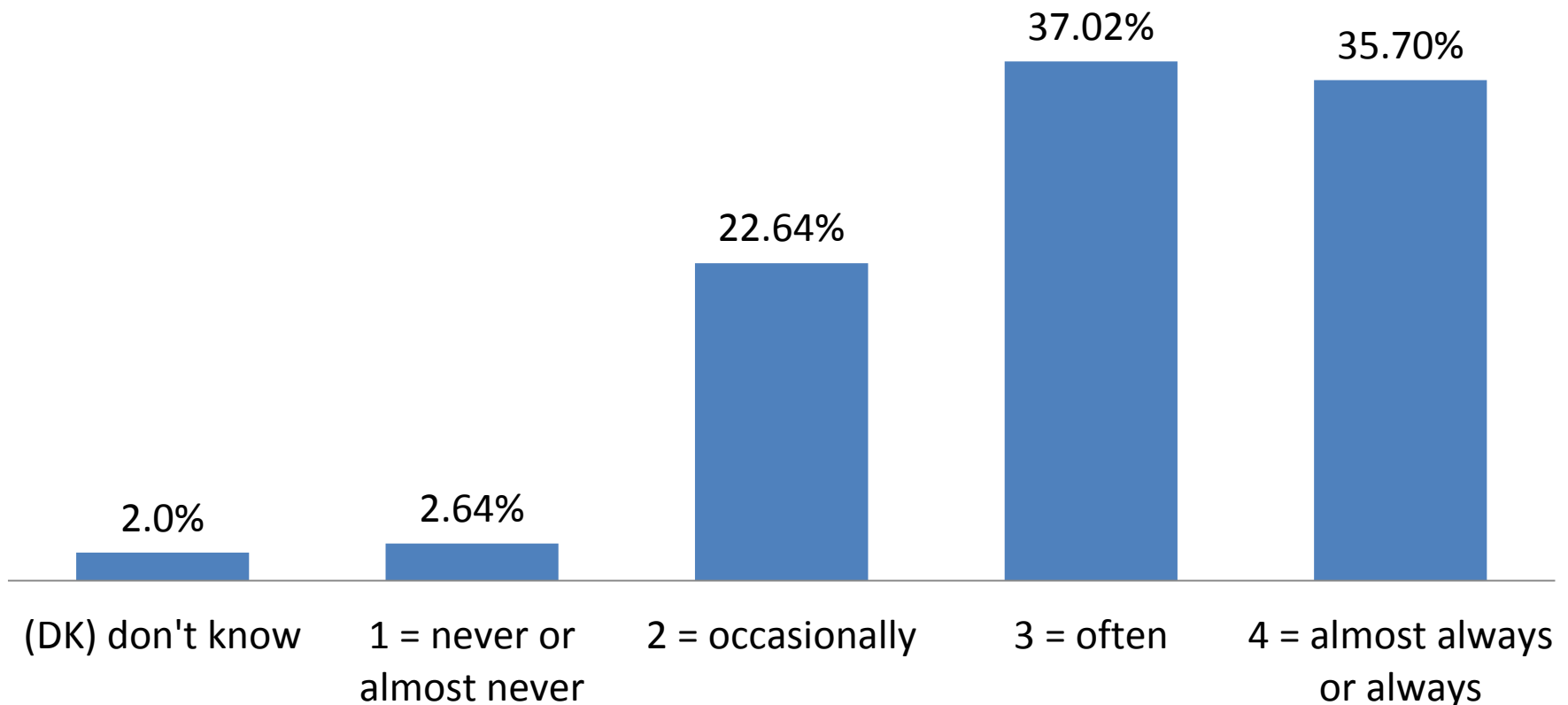




- Is a commitment to multicultural issues central to the mission of your school district?
 - Never or almost never
 - Occasionally
 - Often
 - Almost always or always
 - Don't know (DK)

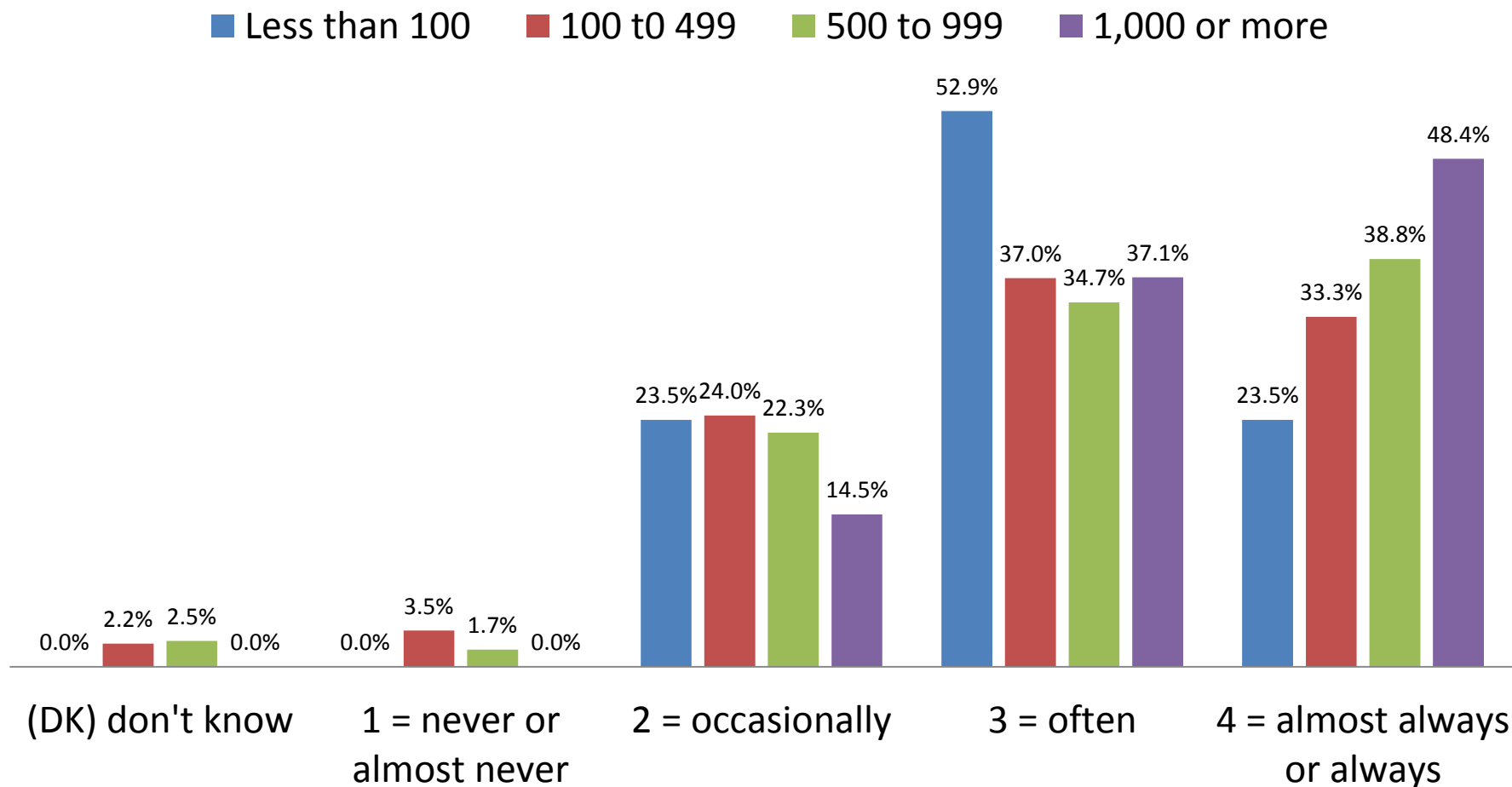


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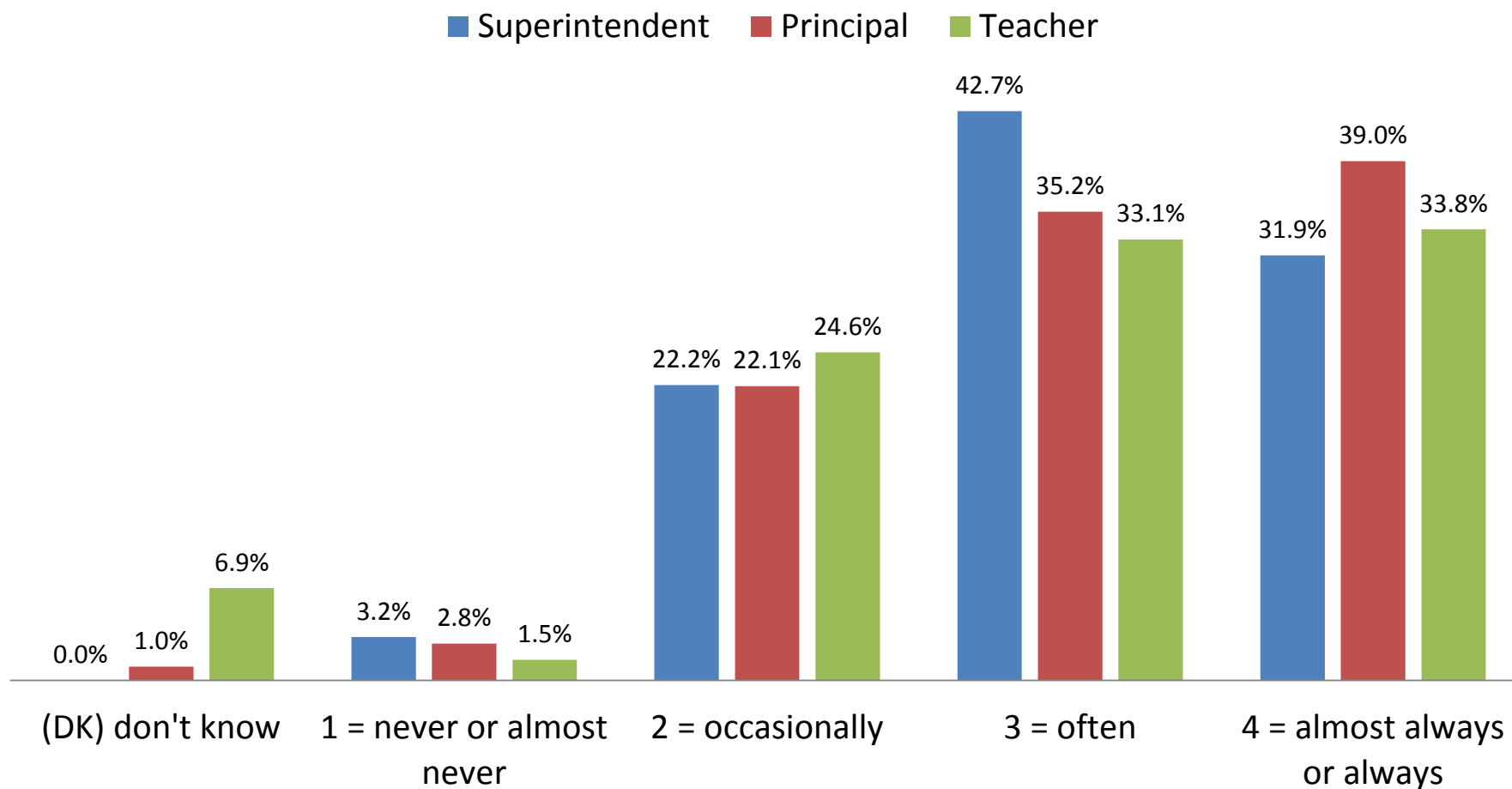


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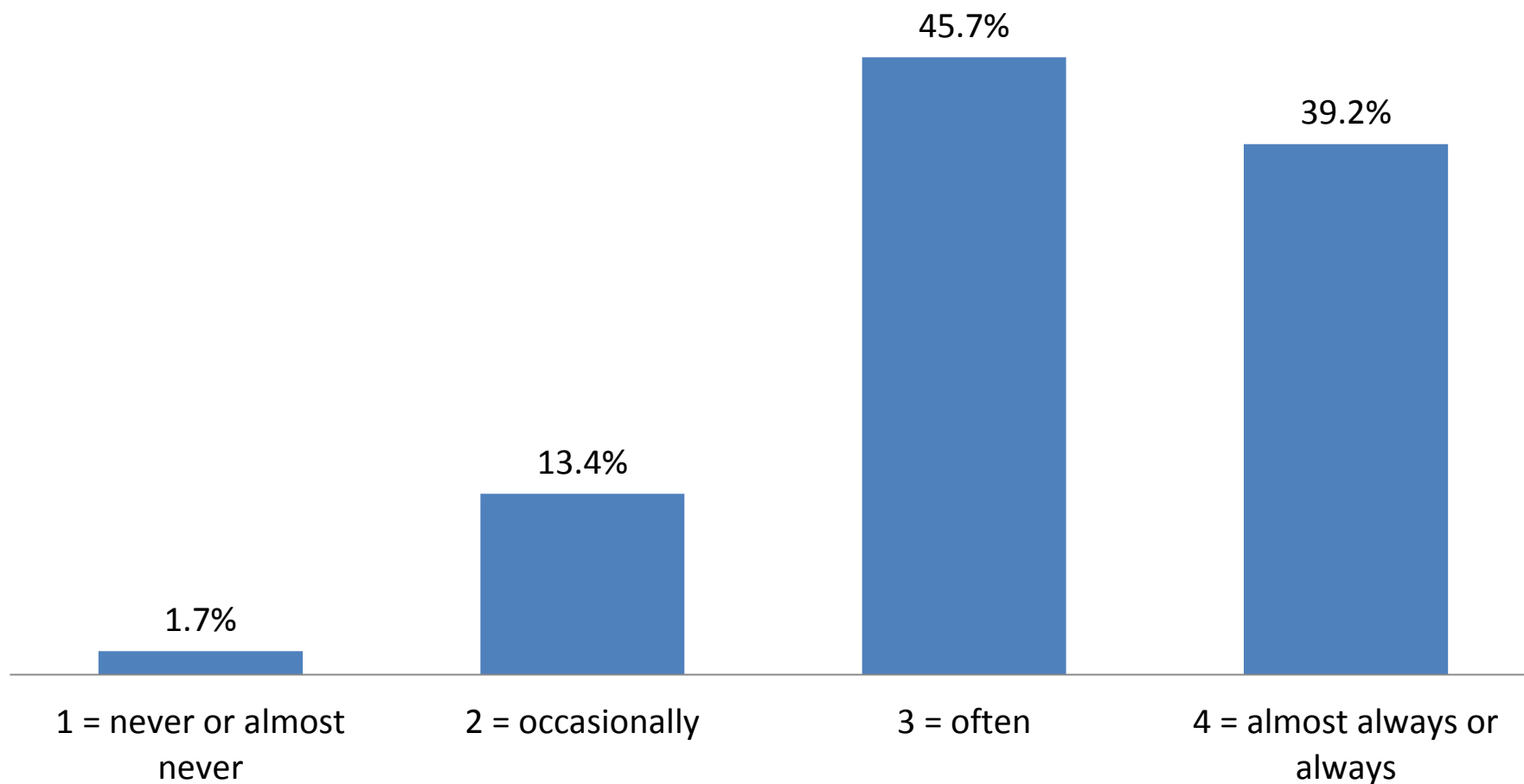




- Do students from a variety of social and cultural groups succeed proportionately in your school district?
 - Never or almost never
 - Occasionally
 - Often
 - Almost always or always
 - Don't know (DK)

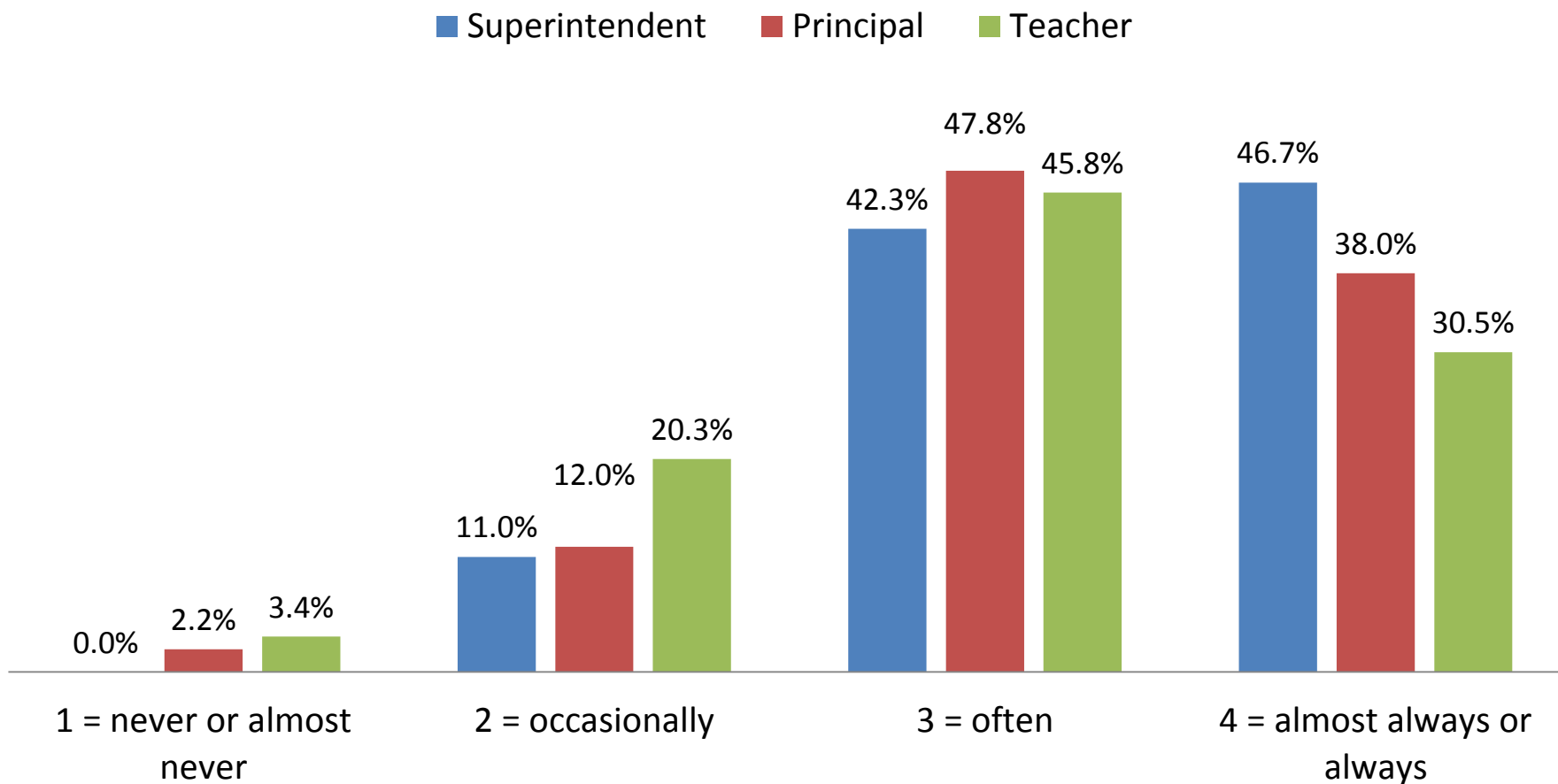


Do students from a variety of social and cultural groups succeed proportionately in your school district?



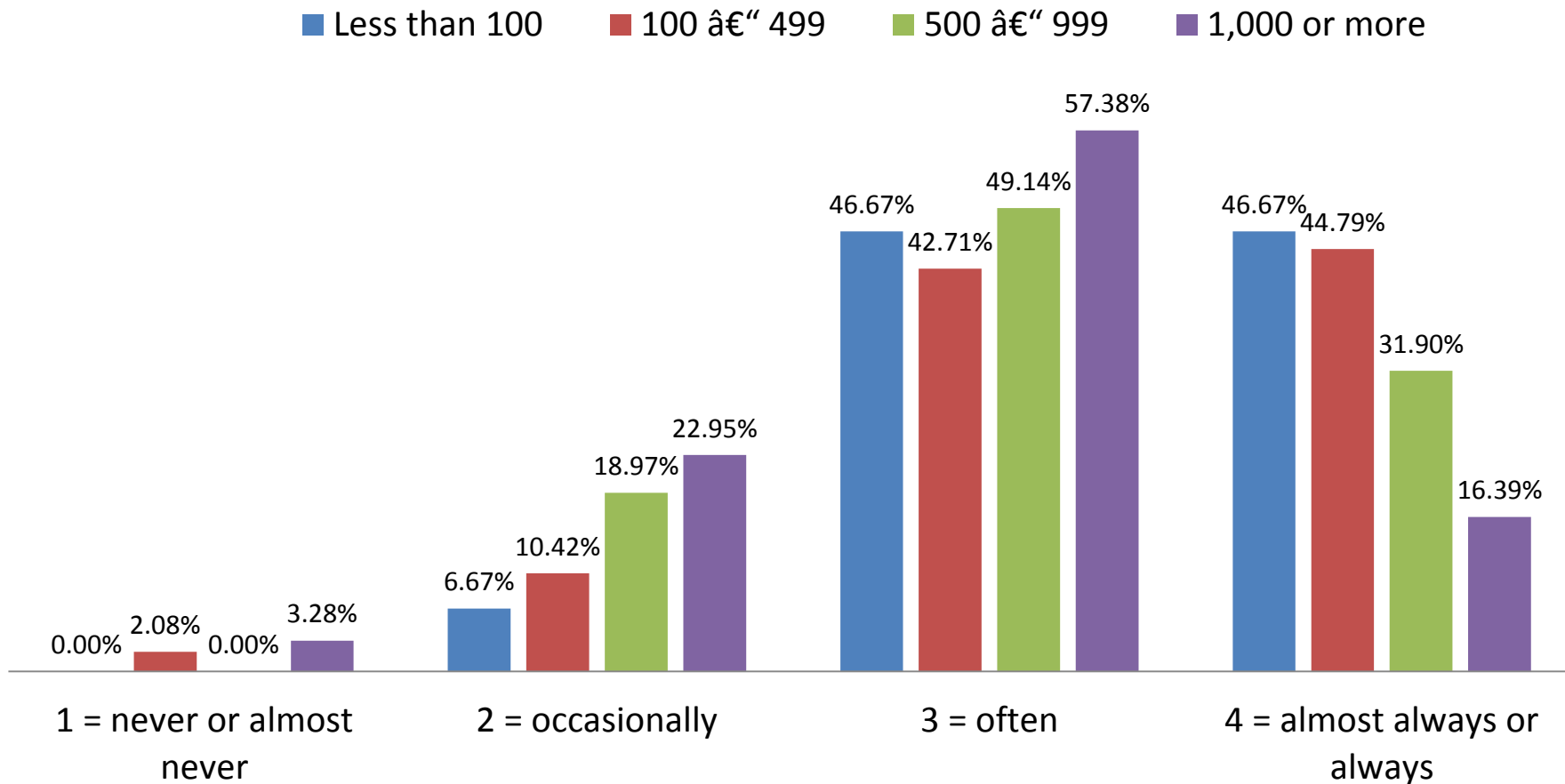


Do students from a variety of social and cultural groups succeed proportionately in your school district?





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State of the Schools Report: Student Achievement

Nebraska State Accountability (NeSA) - Reading All Race/Ethnicities

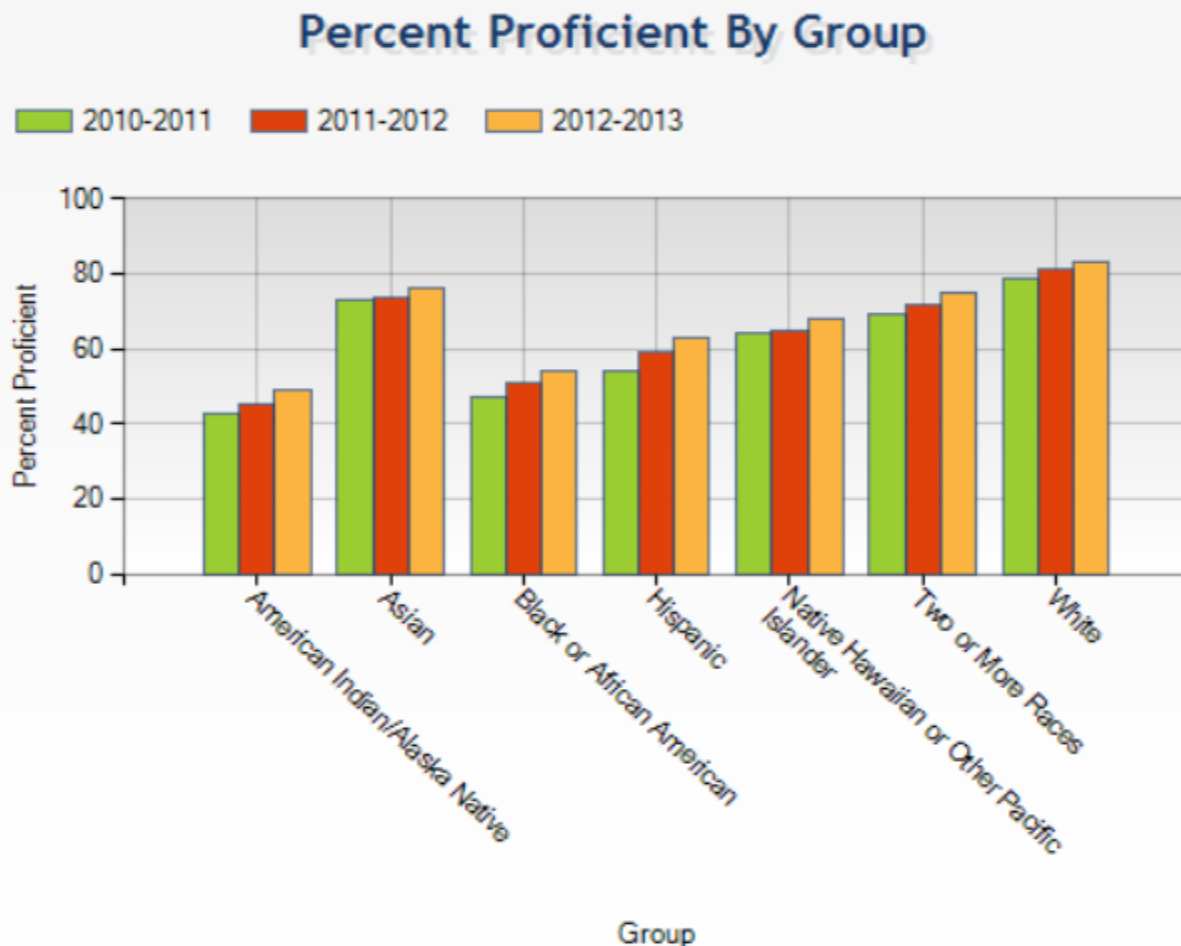
Percent Proficient By Race/Ethnicity

Group	2010-2011 % Proficient	2011-2012 % Proficient	2012-2013 % Proficient
American Indian/Alaska Native	43 %	45 %	49 %
Asian	73 %	74 %	76 %
Black or African American	47 %	51 %	54 %
Hispanic	54 %	59 %	63 %
Native Hawaiian or Other Pacific Islander	64 %	65 %	68 %
Two or More Races	69 %	72 %	75 %
White	79 %	81 %	83 %



State of the Schools Report: Student Achievement

- Ethnic/Diverse Populations
Percent Proficient
comparing
2010-11 thru
2012-13





State of the Schools Report: Student Achievement

Nebraska State Accountability (NeSA) - Mathematics

All Race/Ethnicities

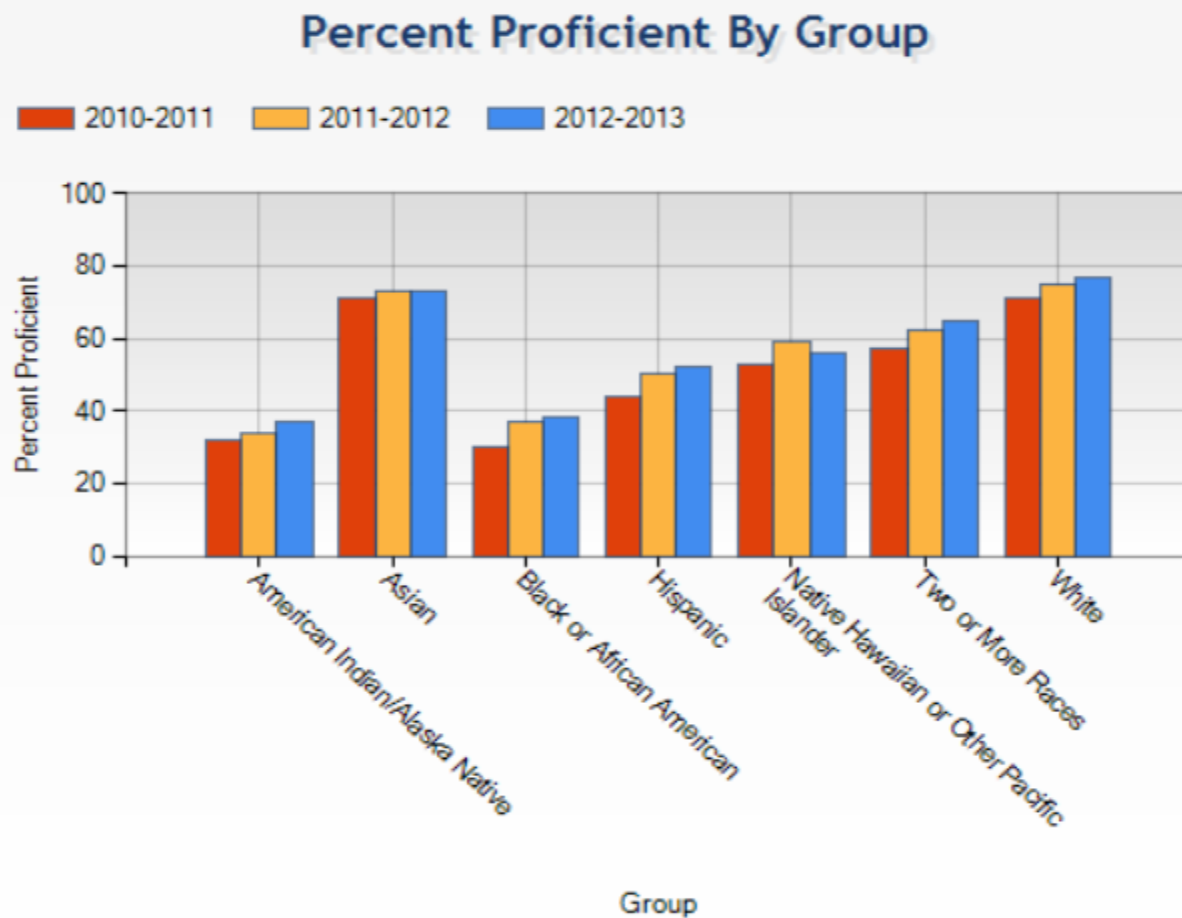
Percent Proficient By Race/Ethnicity

Group	2010-2011 % Proficient	2011-2012 % Proficient	2012-2013 % Proficient
American Indian/Alaska Native	32 %	34 %	37 %
Asian	71 %	73 %	73 %
Black or African American	30 %	37 %	38 %
Hispanic	44 %	50 %	52 %
Native Hawaiian or Other Pacific Islander	53 %	59 %	56 %
Two or More Races	57 %	62 %	65 %
White	71 %	75 %	77 %



State of the Schools Report: Student Achievement

- Ethnic/Diverse Populations
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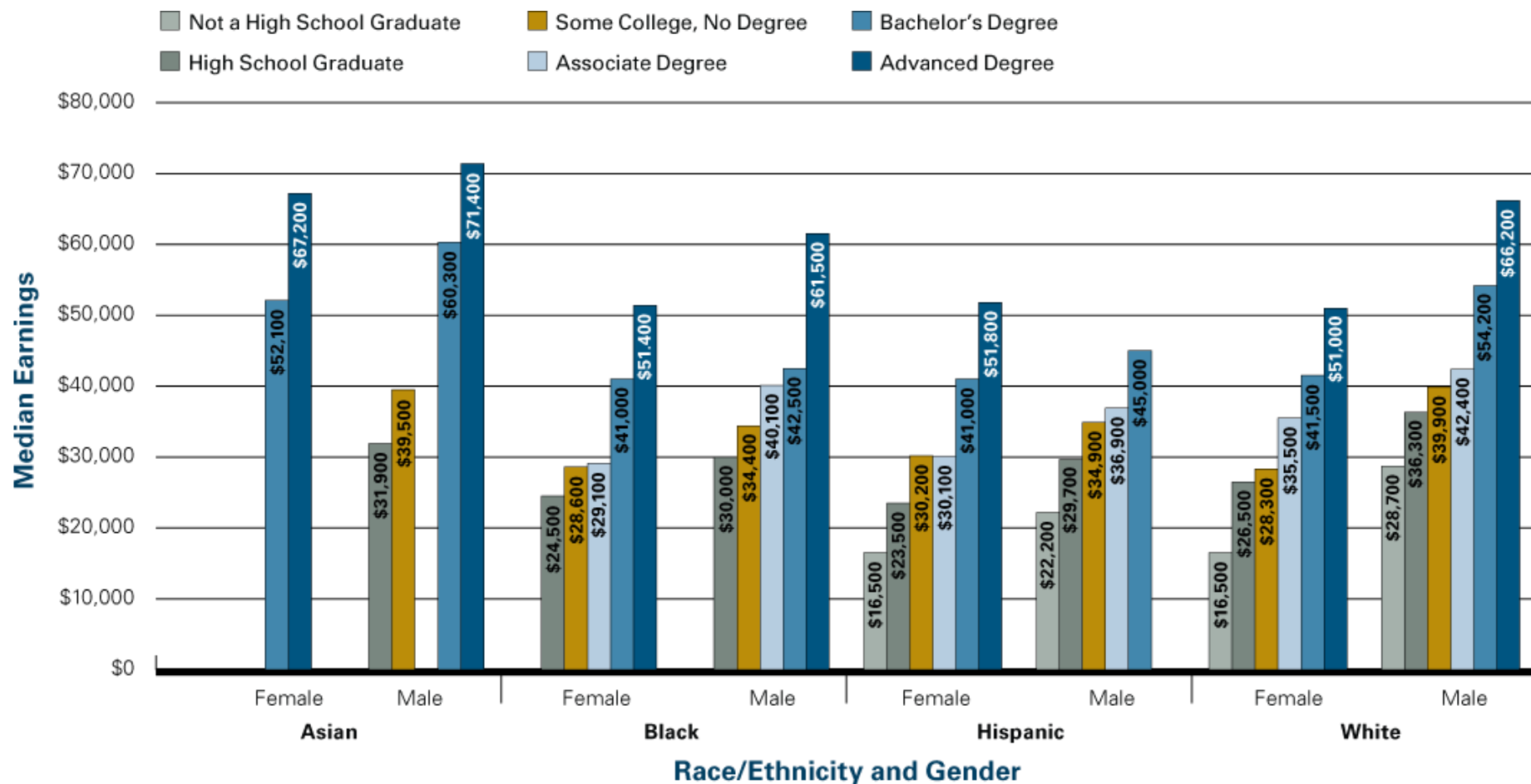


Student Achievement—ACT

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.8	21.6	22.4	22.0	22.1
	African American/Black	16.9	17.5	18.0	18.1	17.8
	American Indian/Alaska Native	18.0	18.6	19.8	19.5	19.1
	Caucasian American/White	22.4	22.1	22.9	22.5	22.6
	Hispanic	18.2	18.8	19.4	19.4	19.1
	Asian American/Pacific Islander	22.3	23.5	22.7	22.8	23.0
	Other/No Response	20.5	20.4	21.2	21.0	20.9
National	All Students	20.5	21.0	21.3	20.9	21.0
	African American/Black	15.7	17.1	16.8	17.2	16.69
	American Indian/Alaska Native	17.9	18.8	19.4	19.3	19.0
	Caucasian American/White	22.0	22.0	22.6	22.0	22.3
	Hispanic	17.3	19.0	18.7	18.7	18.6
	Asian American/Pacific Islander	22.6	24.7	22.9	23.0	23.4
	Other/No Response	20.0	20.7	20.9	20.4	20.6

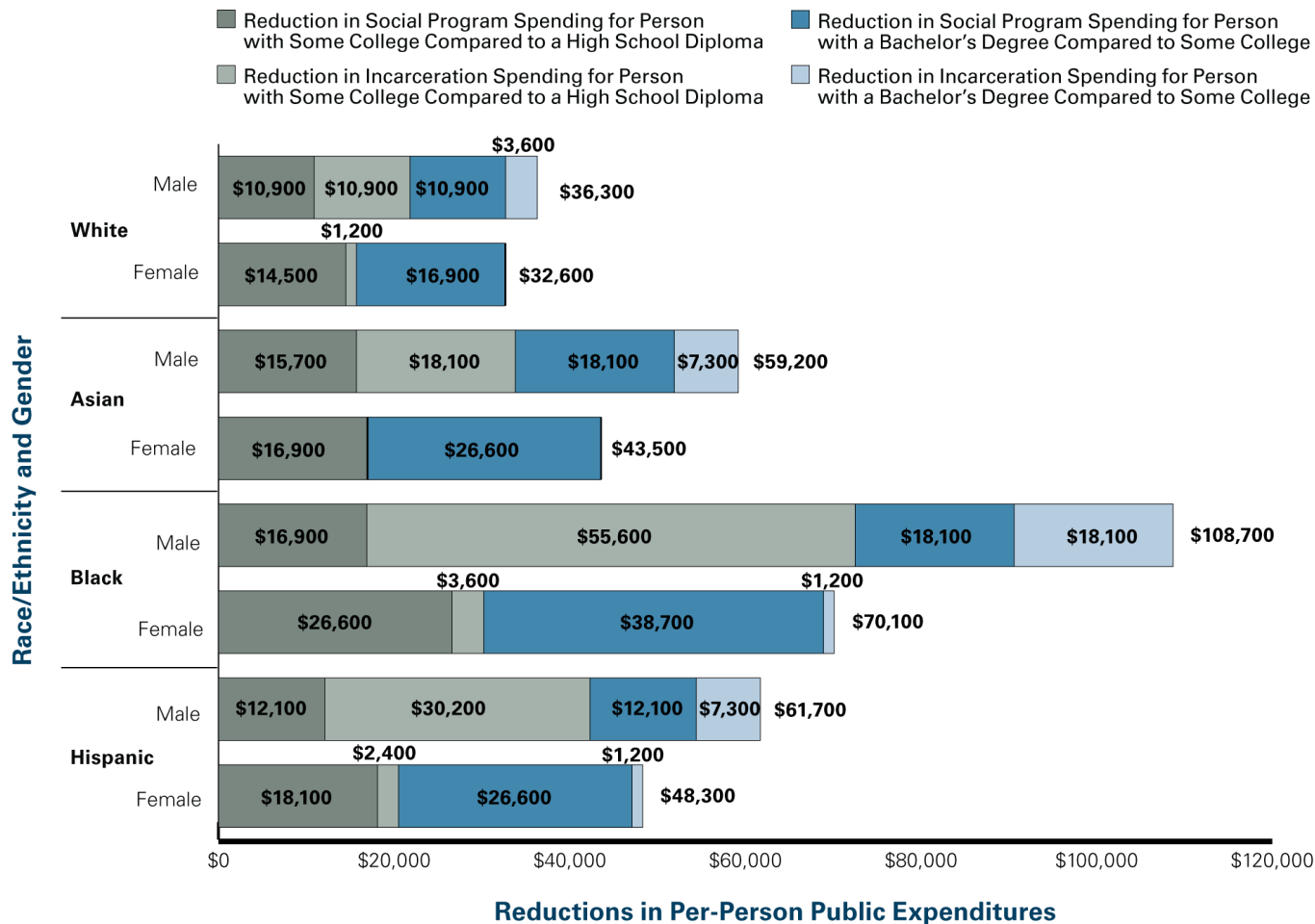


Median Earnings of Full-Time Year-Round Workers Ages 25–34, by Race/Ethnicity, Gender, and Education Level, 2008





Estimated Reductions in Lifetime Public Expenditures per Person Associated with Increases in Educational Attainment, in 2010 Dollars





Takeaways

- Racial/ethnic composition of staff does not match racial composition of student body and this disparity is greater in urban districts.



Takeaways

- Teachers felt districts were not doing as good in matters related to multicultural education when compared to principals and superintendents and they were also less likely to feel directly involved in the efforts to create a supporting learning environment.



Takeaways

- Larger districts more likely to rate that a commitment to multicultural issues is central to their district but less likely to indicate that students from a variety of social and cultural groups succeed proportionately, when compared smaller districts.



“What resources from NDE or your ESU would be helpful in implementing multicultural education within your school and/or district?”

- *“Opportunity for more professional development.”*
- *“Examples of multicultural literature for teachers/students to use would be beneficial.”*
- *“Please continue sending the monthly multicultural newsletter - it has many wonderful resources for our school district.”*
- *“stop stupid surveys that waste our time like this one.”*



Why is this important?

- Everyday our children are having to work or will have to work with others who are different than them
- “We have not served our children well if we are not teaching them to mix and mingle with people different than them”
 - --Crystal Kuykendall, June 2007
 - Author of *“FROM RAGE TO HOPE, Strategies for Reclaiming Black and Hispanic Students.”*



Questions?

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